

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • S-1

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Monkeys* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage.

Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 130 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

How are New World and Old World monkeys different? (Old World live in Asia and Africa; New World live in Central and South America)

How are primates different from other mammals? (they have fingers and thumbs)

What is a group of monkeys called? (troop)

If time permits, repeat the steps above using part 2 of the passage, *Monkeys*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them word side up on the table. Have the child draw a card, read the word, and tell whether it is a noun, verb, or adjective. Have the child check the back of the card to see if he/she is correct. If the child is correct, he/she moves a marker on the game board the number of spaces indicated on the card. If the child is incorrect, have him/her place the card at the bottom of the stack. It is now your turn to draw a card. Repeat the game as time permits.

Part 1

Monkeys belong to a group of mammals known as primates.	10
Primates are different from other mammals because they have fingers and thumbs.	19 22
Monkeys are divided into two groups based on where they live.	33
Old World monkeys live in Asia and Africa. New World monkeys live in South and Central America.	44 50
There are more than 150 different kinds of monkeys. Some are very tiny, like the pygmy marmoset, which is only about as long as a new pencil, not including its tail. The largest monkey is the mandrill. If an adult mandrill stood up, it would be as tall as your kitchen counter.	61 73 86 100 102
All monkeys live together with other monkeys of their type. A group of monkeys is called a troop. Some monkey troops have only one adult male with several females and their young. Others can have many adult males.	113 124 135 140



A golden lion tamarin (left), a New World monkey, and a Japanese macaque (right), an Old World monkey.

Part 2

Young monkeys spend much of their waking time playing, as all 11
 kids do. Adult monkeys spend their days searching for and eating 22
 food, and grooming each other. 27

Monkeys eat just about anything. They eat plant parts, such as 38
 fruits, nuts, leaves, roots, and flowers. They also eat animals, such 49
 as insects, frogs, and birds. Baboons will even attack and eat 60
 small hoofed animals, such as baby antelope. Most monkeys also 70
 eat eggs. 72

Monkeys communicate with each other using their voices as well 82
 as body language. Some monkeys use threatening gestures such 91
 as staring, showing their teeth, and bobbing their heads back 101
 and forth. They often use their hands to communicate by beating 112
 on their chests or slapping the ground. Monkeys use their voices 123
 to warn of danger or to signal when they have found a source 136
 of food. 138



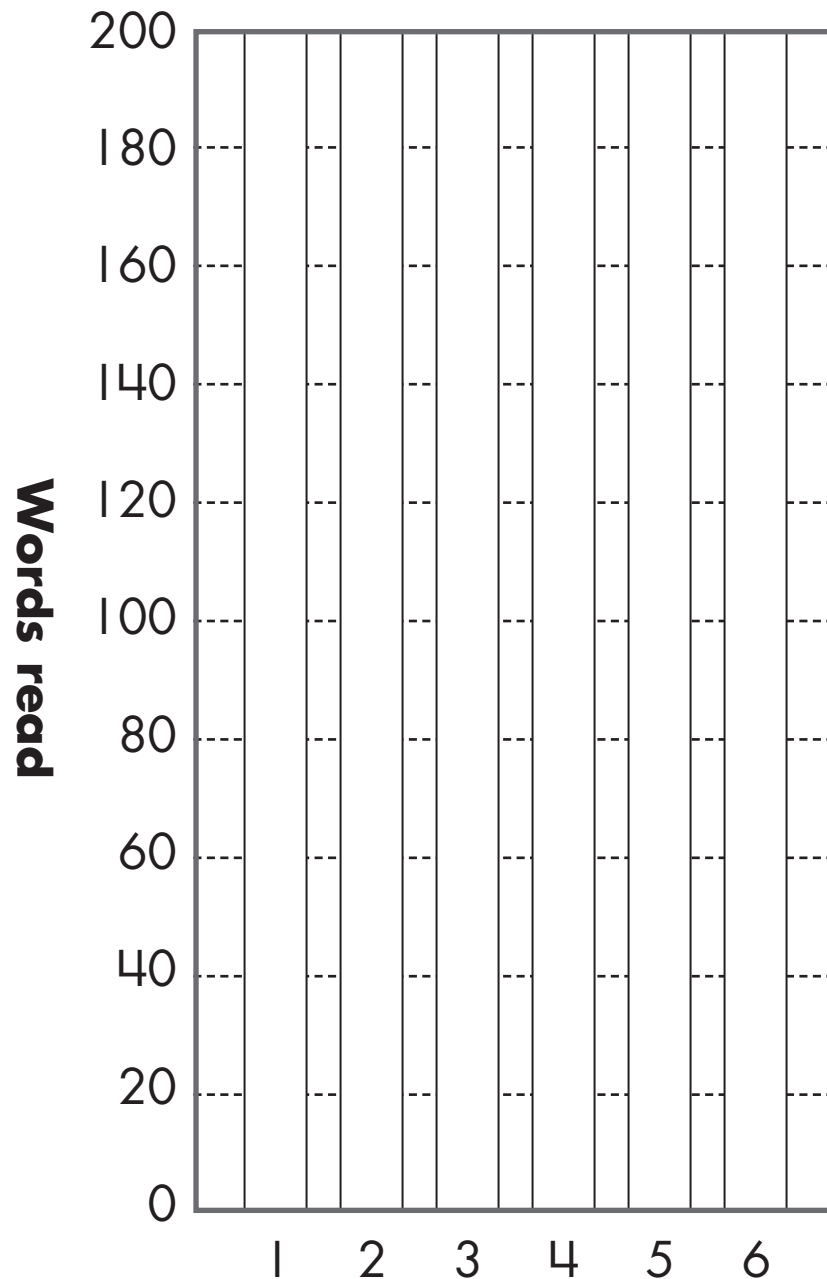
A tantalus monkey
 grooms, or cleans,
 another.

Fluency

Repeated Reading Bar Graph

Lesson S-1

Name _____ Date _____



Number of errors: _____
 1 2 3 4 5 6

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson S-1

largest

new

tiny

two

different

other

troop

monkeys

mammals

primates

group

belong

is

would

have

stood

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson S-1

adjective

3

adjective

3

adjective

1

adjective

1

noun

3

noun

4

adjective

3

adjective

4

verb

4

noun

5

noun

2

noun

2

verb

3

verb

4

verb

5

verb

2

Fluency

Game Board

Lesson S-1

